

1                   A bill to be entitled  
2       An act relating to education; amending s. 1001.23,  
3       F.S.; authorizing the Department of Education to hold  
4       patents, copyrights, trademarks, and service marks;  
5       authorizing the department to take specified actions  
6       to enforce its rights under certain circumstances;  
7       requiring the department to notify the Department of  
8       State under certain circumstances; requiring certain  
9       proceeds to be deposited into a specified trust fund;  
10      amending s. 1003.33, F.S.; requiring final report  
11      cards to be issued within a specified timeframe;  
12      providing an exception; amending s. 1003.4156, F.S.;  
13      conforming provisions to changes made by the act;  
14      amending s. 1003.4282, F.S.; deleting obsolete  
15      language; conforming provisions and a cross-reference  
16      to changes made by the act; requiring students to take  
17      a specified assessment relating to civic literacy;  
18      authorizing such assessments to meet certain  
19      requirements under specified circumstances; requiring  
20      the State Board of Education to adopt certain rules;  
21      amending s. 1003.4285, F.S.; conforming provisions to  
22      changes made by the act; amending s. 1007.25, F.S.;  
23      requiring postsecondary students to complete a civic  
24      literacy course and pass a specified assessment to  
25      demonstrate competency in civic literacy; authorizing

26 | a certain assessment to be taken in high school;  
27 | amending s. 1007.35, F.S.; requiring the Florida  
28 | Partnership for Minority and Underrepresented Student  
29 | Achievement to provide information to help students  
30 | achieve the necessary means to transition to  
31 | postsecondary education and identify partnerships to  
32 | assist in the postsecondary application process;  
33 | revising reporting requirements; amending s.  
34 | 1008.212, F.S.; conforming cross-references to changes  
35 | made by the act; amending s. 1008.22, F.S.; deleting  
36 | obsolete language; requiring certain statewide,  
37 | standardized assessments to be administered in a  
38 | paper-based format; providing for the discontinuation  
39 | of the geometry end-of-course assessment under certain  
40 | circumstances; requiring school districts to provide  
41 | the SAT or ACT to grade 11 students beginning in a  
42 | specified school year; requiring school districts to  
43 | choose which assessment to administer; deleting  
44 | specified reporting requirements; deleting a  
45 | requirement that the Commissioner of Education  
46 | maintain a specified item bank; deleting specified  
47 | requirements for the date of the administration of  
48 | specified assessments; deleting a deadline for the  
49 | publication of certain assessments; amending s.  
50 | 1008.25, F.S.; revising which assessments a high

51 school must use to advise students of specified  
52 deficiencies; amending s. 1008.33, F.S.; providing  
53 technical changes; requiring the department to  
54 identify certain schools and develop strategies for  
55 specified purposes; providing requirements for such  
56 strategies; revising requirements for certain  
57 intervention and support strategies; providing an  
58 exception to specified requirements; providing  
59 requirements for the State Board of Education to allow  
60 a school an additional year of implementation of a  
61 district-managed turnaround plan; revising the  
62 requirements for turnaround options for specified  
63 schools; revising the criteria for a school to  
64 implement such options; revising the components of  
65 such turnaround options; authorizing a school district  
66 to request a new turnaround option; providing  
67 requirements for certain schools that reenter the  
68 turnaround system; authorizing the state board to  
69 revoke a turnaround plan under certain circumstances;  
70 providing requirements for such revocation; amending  
71 s. 1008.34, F.S.; revising definitions; revising  
72 school grade calculations to include specified  
73 assessment results beginning in a specified school  
74 year; conforming a cross-reference to changes made by  
75 the act; amending s. 1008.3415, F.S.; conforming a

76        cross-reference to changes made by the act; conforming  
77        a cross-reference to changes made by the act; amending  
78        s. 1011.62, F.S.; revising the purpose of the  
79        turnaround school supplemental services allocation;  
80        revising the required contents for a specified plan;  
81        requiring the department to provide final approval of  
82        specified plans; providing an effective date.  
83

84    Be It Enacted by the Legislature of the State of Florida:  
85

86        Section 1. Subsection (5) is added to section 1001.23,  
87        Florida Statutes, to read:

88        1001.23    Specific powers and duties of the Department of  
89        Education.—In addition to all other duties assigned to it by law  
90        or by rule of the State Board of Education, the department  
91        shall:

92        (5) Notwithstanding chapter 286, have the authority to  
93        hold patents, copyrights, trademarks, and service marks. The  
94        department may take any action necessary to enforce its rights  
95        with respect to such patents, copyrights, trademarks, and  
96        service marks or enter into a transaction to sell, lease,  
97        license, or transfer such rights for monetary gain or other  
98        consideration, at the department's discretion. The department  
99        shall notify the Department of State in writing when property  
100       rights by patent, copyright, or trademark are secured by the

101 department. Any proceeds received by the department from the  
102 exercise of these rights, except for educational materials and  
103 products, shall be deposited in the department's Operating Trust  
104 Fund.

105 Section 2. Subsection (3) is added to section 1003.33,  
106 Florida Statutes, to read:

107 1003.33 Report cards; end-of-the-year status.—

108 (3) A student's final report card for a school year must  
109 be issued no later than 1 week after the last day of school or 1  
110 week after receipt of assessment results for students enrolled  
111 in courses, as specified in the course code directory, with an  
112 associated statewide, standardized end-of-course assessment  
113 pursuant to s. 1008.22.

114  
115 District school boards shall not allow schools to exempt  
116 students from academic performance requirements based on  
117 practices or policies designed to encourage student attendance.  
118 A student's attendance record may not be used in whole or in  
119 part to provide an exemption from any academic performance  
120 requirement.

121 Section 3. Paragraph (b) of subsection (1) of section  
122 1003.4156, Florida Statutes, is amended to read:

123 1003.4156 General requirements for middle grades  
124 promotion.—

125 (1) In order for a student to be promoted to high school

126 from a school that includes middle grades 6, 7, and 8, the  
127 student must successfully complete the following courses:

128 (b) Three middle grades or higher courses in mathematics.  
129 Each school that includes middle grades must offer at least one  
130 high school level mathematics course for which students may earn  
131 high school credit. Successful completion of a high school level  
132 Algebra I or Geometry course is not contingent upon the  
133 student's performance on the statewide, standardized end-of-  
134 course (EOC) assessment. To earn high school credit for Algebra  
135 I, a middle grades student must take the statewide, standardized  
136 Algebra I EOC assessment, which constitutes 30 percent of the  
137 student's final course grade, and earn a passing grade in pass  
138 ~~the course, and in addition, beginning with the 2013-2014 school~~  
139 ~~year and thereafter, a student's performance on the Algebra I~~  
140 ~~EOC assessment constitutes 30 percent of the student's final~~  
141 ~~course grade.~~ To earn high school credit for a Geometry course,  
142 a middle grades student must, until the Geometry EOC assessment  
143 is discontinued pursuant to 1008.22(3)(h), take the statewide,  
144 standardized Geometry EOC assessment, which constitutes 30  
145 percent of the student's final course grade, and earn a passing  
146 grade in the course.

147 Section 4. Paragraphs (a), (b), and (d) of subsection (3),  
148 subsection (7), and paragraph (e) of subsection (10) of section  
149 1003.4282, Florida Statutes, are amended, and paragraph (d) is  
150 added to subsection (6) of that section, to read:

151           1003.4282 Requirements for a standard high school  
152 diploma.—

153           (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
154 REQUIREMENTS.—

155           (a) Four credits in English Language Arts (ELA).—The four  
156 credits must be in ELA I, II, III, and IV. A student must pass  
157 the statewide, standardized grade 10 ~~Reading assessment or, when~~  
158 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant  
159 score, in order to earn a standard high school diploma.

160           (b) Four credits in mathematics.—

161           1. A student must earn one credit in Algebra I and one  
162 credit in Geometry. A student's performance on the statewide,  
163 standardized Algebra I end-of-course (EOC) assessment  
164 constitutes 30 percent of the student's final course grade. A  
165 student must pass the statewide, standardized Algebra I EOC  
166 assessment, or earn a comparative score, in order to earn a  
167 standard high school diploma. Until the Geometry EOC assessment  
168 is discontinued pursuant to s. 1008.22(3)(h), a student's  
169 performance on the statewide, standardized Geometry EOC  
170 assessment constitutes 30 percent of the student's final course  
171 grade.

172           2. A student who earns an industry certification for which  
173 there is a statewide college credit articulation agreement  
174 approved by the State Board of Education may substitute the  
175 certification for one mathematics credit. Substitution may occur

176 for up to two mathematics credits, except for Algebra I and  
177 Geometry. A student may earn two mathematics credits by  
178 successfully completing Algebra I through two full-year courses.  
179 A certified school counselor or the principal's designee must  
180 advise the student that admission to a state university may  
181 require the student to earn 3 additional mathematics credits  
182 that are at least as rigorous as Algebra I.

183         3. A student who earns a computer science credit may  
184 substitute the credit for up to one credit of the mathematics  
185 requirement, with the exception of Algebra I and Geometry, if  
186 the commissioner identifies the computer science credit as being  
187 equivalent in rigor to the mathematics credit. An identified  
188 computer science credit may not be used to substitute for both a  
189 mathematics and a science credit. A student who earns an  
190 industry certification in 3D rapid prototype printing may  
191 satisfy up to two credits of the mathematics requirement, with  
192 the exception of Algebra I, if the commissioner identifies the  
193 certification as being equivalent in rigor to the mathematics  
194 credit or credits.

195         (d) Three credits in social studies.—A student must earn  
196 one credit in United States History; one credit in World  
197 History; one-half credit in economics; and one-half credit in  
198 United States Government. The United States History EOC  
199 assessment constitutes 30 percent of the student's final course  
200 grade. Beginning with the 2020-2021 school year, the United



201 States Government course shall require students to take the  
202 assessment of civic literacy identified by the State Board of  
203 Education pursuant to s. 1007.25(4). Students earning a passing  
204 score on the assessment are exempt from the postsecondary civic  
205 literacy assessment required by s. 1007.25(4).

206 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning~~  
207 ~~with the 2012-2013 school year,~~ If a student transfers to a  
208 Florida public high school from out of country, out of state, a  
209 private school, or a home education program and the student's  
210 transcript shows a credit in Algebra I, the student's  
211 transferring course final grade and credit shall be honored.  
212 However, the student must pass the statewide, standardized  
213 Algebra I EOC assessment in order to earn a standard high school  
214 diploma unless the student earned a comparative score, passed a  
215 statewide assessment in Algebra I administered by the  
216 transferring entity, or passed the statewide mathematics  
217 assessment the transferring entity uses to satisfy the  
218 requirements of the Elementary and Secondary Education Act, as  
219 amended by the Every Student Succeeds Act (ESSA) of 2015, 20  
220 U.S.C. ss. 6301 et seq. If a student's transcript shows a credit  
221 in high school reading or English Language Arts II or III, in  
222 order to earn a standard high school diploma, the student must  
223 take and pass the statewide, standardized grade 10 ~~Reading~~  
224 ~~assessment or, when implemented, the grade 10~~ ELA assessment, or  
225 earn a concordant score. If a transfer student's transcript

226 shows a final course grade and course credit in ~~Algebra I,~~  
227 Geometry, Biology I, or United States History, the transferring  
228 course final grade and credit shall be honored without the  
229 student taking the requisite statewide, standardized EOC  
230 assessment and without the assessment results constituting 30  
231 percent of the student's final course grade.

232 (10) STUDENTS WITH DISABILITIES.—Beginning with students  
233 entering grade 9 in the 2014-2015 school year, this subsection  
234 applies to a student with a disability.

235 (e) Any waiver of the statewide, standardized assessment  
236 requirements by the individual education plan team, pursuant to  
237 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, must be approved by the  
238 parent and is subject to verification for appropriateness by an  
239 independent reviewer selected by the parent as provided for in  
240 s. 1003.572.

241  
242 The State Board of Education shall adopt rules under ss.  
243 120.536(1) and 120.54 to implement this subsection, including  
244 rules that establish the minimum requirements for students  
245 described in this subsection to earn a standard high school  
246 diploma. The State Board of Education shall adopt emergency  
247 rules pursuant to ss. 120.536(1) and 120.54.

248 Section 5. Paragraph (a) of subsection (1) of section  
249 1003.4285, Florida Statutes, is amended to read:

250 1003.4285 Standard high school diploma designations.—

251           (1) Each standard high school diploma shall include, as  
252     applicable, the following designations if the student meets the  
253     criteria set forth for the designation:

254           (a) Scholar designation.—In addition to the requirements  
255     of s. 1003.4282, in order to earn the Scholar designation, a  
256     student must satisfy the following requirements:

257           1. Mathematics.—Earn one credit in Algebra II or an  
258     equally rigorous course and one credit in statistics or an  
259     equally rigorous course. ~~Beginning with students entering grade~~  
260     ~~9 in the 2014-2015 school year, pass the Geometry statewide,~~  
261     ~~standardized assessment.~~

262           2. Science.—Pass the statewide, standardized Biology I EOC  
263     assessment and earn one credit in chemistry or physics and one  
264     credit in a course equally rigorous to chemistry or physics.  
265     However, a student enrolled in an Advanced Placement (AP),  
266     International Baccalaureate (IB), or Advanced International  
267     Certificate of Education (AICE) Biology course who takes the  
268     respective AP, IB, or AICE Biology assessment and earns the  
269     minimum score necessary to earn college credit as identified  
270     pursuant to s. 1007.27(2) meets the requirement of this  
271     subparagraph without having to take the statewide, standardized  
272     Biology I EOC assessment.

273           3. Social studies.—Pass the statewide, standardized United  
274     States History EOC assessment. However, a student enrolled in an  
275     AP, IB, or AICE course that includes United States History

276 topics who takes the respective AP, IB, or AICE assessment and  
277 earns the minimum score necessary to earn college credit as  
278 identified pursuant to s. 1007.27(2) meets the requirement of  
279 this subparagraph without having to take the statewide,  
280 standardized United States History EOC assessment.

281 4. Foreign language.—Earn two credits in the same foreign  
282 language.

283 5. Electives.—Earn at least one credit in an Advanced  
284 Placement, an International Baccalaureate, an Advanced  
285 International Certificate of Education, or a dual enrollment  
286 course.

287 Section 6. Subsection (5) is added to section 1006.33,  
288 Florida Statutes, to read:

289 1006.33 Bids or proposals; advertisement and its  
290 contents.—

291 (5) Notwithstanding the requirements of this section and  
292 rules adopted pursuant to this section, for the 2020 adoption  
293 cycle, the department may establish timeframes for advertisement  
294 and submission of bids for instructional materials.

295 Section 7. Subsection (4) of section 1007.25, Florida  
296 Statutes, is amended to read:

297 1007.25 General education courses; common prerequisites;  
298 other degree requirements.—

299 (4) Beginning with students initially entering a Florida  
300 College System institution or state university in the 2020-2021

301 ~~2018-2019~~ school year and thereafter, each student must  
302 demonstrate competency in civic literacy. ~~Students must have the~~  
303 ~~option to demonstrate competency~~ through the successful  
304 completion of a civic literacy course and ~~or~~ by achieving a  
305 passing score on an assessment. The State Board of Education  
306 must adopt in rule and the Board of Governors must adopt in  
307 regulation at least one existing assessment that measures  
308 competencies consistent with the required course competencies  
309 outlined in paragraph (b). A student may fulfill the assessment  
310 requirement by earning a passing score on the assessment while  
311 in high school pursuant to 1003.4282(3)(d). The chair of the  
312 State Board of Education and the chair of the Board of  
313 Governors, or their respective designees, shall jointly appoint  
314 a faculty committee to:

315 (a) Develop a new course in civic literacy or revise an  
316 existing general education core course in American History or  
317 American Government to include civic literacy.

318 (b) Establish course competencies and identify outcomes  
319 that include, at a minimum, an understanding of the basic  
320 principles of American democracy and how they are applied in our  
321 republican form of government, an understanding of the United  
322 States Constitution, knowledge of the founding documents and how  
323 they have shaped the nature and functions of our institutions of  
324 self-governance, and an understanding of landmark Supreme Court  
325 cases and their impact on law and society.

326           Section 8. Paragraph (1) is added to subsection (6) and  
327 paragraph (a) of subsection (8) of section 1007.35, Florida  
328 Statutes, to read:

329           1007.35 Florida Partnership for Minority and  
330 Underrepresented Student Achievement.—

331           (6) The partnership shall:

332           (1) Provide information on resources and opportunities to  
333 help students transition to postsecondary education, such as  
334 available financial aid, including how to apply for such aid,  
335 and public and private partnerships that provide college  
336 advising services to assist students in the postsecondary  
337 education application process.

338           (8)(a) By September 30 of each year, the partnership shall  
339 submit to the department a report that contains an evaluation of  
340 the effectiveness of the delivered services and activities.  
341 Activities and services must be evaluated on their effectiveness  
342 at raising student achievement and increasing the number of AP  
343 or other advanced course examinations in low-performing middle  
344 and high schools. Other indicators that must be addressed in the  
345 evaluation report include the number of middle and high school  
346 teachers trained; the effectiveness of the training; measures of  
347 postsecondary readiness of the students affected by the program;  
348 levels of participation in 10th grade PSAT/NMSQT or the PreACT  
349 testing; the number of students who submit at least one  
350 postsecondary application; the number of students who submit an

351 application for financial aid to help pay for postsecondary  
352 expenses; and measures of student, parent, and teacher awareness  
353 of and satisfaction with the services of the partnership.

354 Section 9. Paragraph (a) of subsection (1) and subsection  
355 (2) of section 1008.212, Florida Statutes, are amended to read:

356 1008.212 Students with disabilities; extraordinary  
357 exemption.—

358 (1) As used in this section, the term:

359 (a) "Circumstance" means a situation in which  
360 accommodations allowable for use on the statewide standardized  
361 assessment, a statewide standardized end-of-course assessment,  
362 or an alternate assessment pursuant to s. 1008.22(3)(d) ~~or~~  
363 ~~1008.22(3)(e)~~ are not offered to a student during the current  
364 year's assessment administration due to technological  
365 limitations in the testing administration program which lead to  
366 results that reflect the student's impaired sensory, manual, or  
367 speaking skills rather than the student's achievement of the  
368 benchmarks assessed by the statewide standardized assessment, a  
369 statewide standardized end-of-course assessment, or an alternate  
370 assessment.

371 (2) A student with a disability for whom the individual  
372 education plan (IEP) team determines is prevented by a  
373 circumstance or condition from physically demonstrating the  
374 mastery of skills that have been acquired and are measured by  
375 the statewide standardized assessment, a statewide standardized

376 end-of-course assessment, or an alternate assessment pursuant to  
377 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~ shall be granted an  
378 extraordinary exemption from the administration of the  
379 assessment. A learning, emotional, behavioral, or significant  
380 cognitive disability, or the receipt of services through the  
381 homebound or hospitalized program in accordance with rule 6A-  
382 6.03020, Florida Administrative Code, is not, in and of itself,  
383 an adequate criterion for the granting of an extraordinary  
384 exemption.

385 Section 10. Paragraphs (a), (b), (c), (d), and (g) of  
386 subsection (3), subsection (6), paragraphs (b), (c), and (h) of  
387 subsection (7), and subsections (8) and (9) of section 1008.22,  
388 Florida Statutes, are amended, and a new paragraph (c) is added  
389 to subsection (3) of that section, to read:

390 1008.22 Student assessment program for public schools.—

391 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
392 Commissioner of Education shall design and implement a  
393 statewide, standardized assessment program aligned to the core  
394 curricular content established in the Next Generation Sunshine  
395 State Standards. The commissioner also must develop or select  
396 and implement a common battery of assessment tools that will be  
397 used in all juvenile justice education programs in the state.  
398 These tools must accurately measure the core curricular content  
399 established in the Next Generation Sunshine State Standards.  
400 Participation in the assessment program is mandatory for all



401 school districts and all students attending public schools,  
402 including adult students seeking a standard high school diploma  
403 under s. 1003.4282 and students in Department of Juvenile  
404 Justice education programs, except as otherwise provided by law.  
405 If a student does not participate in the assessment program, the  
406 school district must notify the student's parent and provide the  
407 parent with information regarding the implications of such  
408 nonparticipation. The statewide, standardized assessment program  
409 shall be designed and implemented as follows:

410       (a) Statewide, standardized comprehensive assessments.—The  
411 statewide, standardized ~~Reading assessment shall be administered~~  
412 ~~annually in grades 3 through 10. The statewide, standardized~~  
413 ~~Writing assessment shall be administered annually at least once~~  
414 ~~at the elementary, middle, and high school levels. When the~~  
415 ~~Reading and Writing assessments are replaced by English Language~~  
416 ~~Arts (ELA) assessments, ELA assessments~~ shall be administered to  
417 students in grades 3 through 8 and in grade 10. Retake  
418 opportunities for the ~~grade 10 Reading assessment or, upon~~  
419 ~~implementation, the grade 10 ELA assessment must be provided.~~  
420 ~~Students taking the ELA assessments shall not take the~~  
421 ~~statewide, standardized assessments in Reading or Writing.~~  
422 Reading passages and writing prompts for ELA assessments shall  
423 incorporate grade-level core curricula content from social  
424 studies. The statewide, standardized Mathematics assessments  
425 shall be administered annually in grades 3 through 8. ~~Students~~

426 ~~taking a revised Mathematics assessment shall not take the~~  
427 ~~discontinued assessment.~~ The statewide, standardized Science  
428 assessment shall be administered annually at least once at the  
429 elementary and middle grades levels. In order to earn a standard  
430 high school diploma, a student who has not earned a passing  
431 score on the ~~grade 10 Reading assessment or, upon~~  
432 ~~implementation, the grade 10 ELA assessment must earn a passing~~  
433 ~~score on the assessment retake or earn a concordant score as~~  
434 ~~authorized under subsection (9).~~ Only statewide, standardized  
435 ELA and mathematics assessments in grades 3 through 6 must be  
436 delivered in a paper-based format.

437 (b) End-of-course (EOC) assessments.—EOC assessments must  
438 be statewide, standardized, and developed or approved by the  
439 Department of Education as follows:

440 1. EOC assessments for Algebra I, Geometry, Biology I,  
441 United States History, and Civics shall be administered to  
442 students enrolled in such courses as specified in the course  
443 code directory. The Geometry EOC assessment shall be  
444 administered to students enrolled in such courses as specified  
445 in the course code directory until it is discontinued pursuant  
446 to s. 1008.22(3)(h).

447 2. Students enrolled in a course, as specified in the  
448 course code directory, with an associated statewide,  
449 standardized EOC assessment must take the EOC assessment for  
450 such course and may not take the corresponding subject or grade-

level statewide, standardized assessment pursuant to paragraph (a). Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.

3. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the Next Generation Sunshine State Standards. Use of any such examination as an EOC assessment must be approved by the state board in rule.

4. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course

476 grade.

477 5. All statewide, standardized EOC assessments must be  
478 administered online except as otherwise provided in paragraph  
479 (d) ~~(e)~~.

480 6. A student enrolled in an Advanced Placement (AP),  
481 International Baccalaureate (IB), or Advanced International  
482 Certificate of Education (AICE) course who takes the respective  
483 AP, IB, or AICE assessment and earns the minimum score necessary  
484 to earn college credit, as identified in s. 1007.27(2), meets  
485 the requirements of this paragraph and does not have to take the  
486 EOC assessment for the corresponding course.

487 (c) Nationally-Recognized High School Assessments.—

488 1. Beginning with the 2020-2021 school year, each school  
489 district shall provide for the administration of the SAT or ACT  
490 to each public school student in grade 11 in the district,  
491 including students attending public high schools, alternative  
492 schools, and centers of the Department of Juvenile Justice.

493 2. School districts must choose either the SAT or ACT for  
494 districtwide administration.

495 3. Funding for the SAT and the ACT for all grade 11  
496 students shall be as provided in the General Appropriations Act.

497 (d) ~~(e)~~ Students with disabilities; Florida Alternate  
498 Assessment.—

499 1. Each district school board must provide instruction to  
500 prepare students with disabilities in the core content knowledge

501 and skills necessary for successful grade-to-grade progression  
502 and high school graduation.

503       2. A student with a disability, as defined in s. 1007.02,  
504 for whom the individual education plan (IEP) team determines  
505 that the statewide, standardized assessments under this section  
506 cannot accurately measure the student's abilities, taking into  
507 consideration all allowable accommodations, shall have  
508 assessment results waived for the purpose of receiving a course  
509 grade and a standard high school diploma. Such waiver shall be  
510 designated on the student's transcript. The statement of waiver  
511 shall be limited to a statement that performance on an  
512 assessment was waived for the purpose of receiving a course  
513 grade or a standard high school diploma, as applicable.

514       3. The State Board of Education shall adopt rules, based  
515 upon recommendations of the commissioner, for the provision of  
516 assessment accommodations for students with disabilities and for  
517 students who have limited English proficiency.

518       a. Accommodations that negate the validity of a statewide,  
519 standardized assessment are not allowed during the  
520 administration of the assessment. However, instructional  
521 accommodations are allowed in the classroom if identified in a  
522 student's IEP. Students using instructional accommodations in  
523 the classroom that are not allowed on a statewide, standardized  
524 assessment may have assessment results waived if the IEP team  
525 determines that the assessment cannot accurately measure the

526 student's abilities.

527       b. If a student is provided with instructional  
528 accommodations in the classroom that are not allowed as  
529 accommodations for statewide, standardized assessments, the  
530 district must inform the parent in writing and provide the  
531 parent with information regarding the impact on the student's  
532 ability to meet expected performance levels. A parent must  
533 provide signed consent for a student to receive classroom  
534 instructional accommodations that would not be available or  
535 permitted on a statewide, standardized assessment and  
536 acknowledge in writing that he or she understands the  
537 implications of such instructional accommodations.

538       c. If a student's IEP states that online administration of  
539 a statewide, standardized assessment will significantly impair  
540 the student's ability to perform, the assessment shall be  
541 administered in hard copy.

542       4. For students with significant cognitive disabilities,  
543 the Department of Education shall provide for implementation of  
544 the Florida Alternate Assessment to accurately measure the core  
545 curricular content established in the Next Generation Sunshine  
546 State Standards.

547       ~~(d) Implementation schedule.—~~

548       ~~1. The Commissioner of Education shall establish and~~  
549 ~~publish on the department's website an implementation schedule~~  
550 ~~to transition from the statewide, standardized Reading and~~

~~Writing assessments to the ELA assessments and to the revised Mathematics assessments, including the Algebra I and Geometry EOC assessments. The schedule must take into consideration funding, sufficient field and baseline data, access to assessments, instructional alignment, and school district readiness to administer the assessments online. All such assessments must be delivered through computer-based testing, however, the following assessments must be delivered in a computer-based format, as follows: the grade 3 Mathematics assessment beginning in the 2016-2017 school year; the grade 4 ELA assessment, beginning in the 2015-2016 school year; and the grade 4 Mathematics assessment, beginning in the 2016-2017 school year. Notwithstanding the requirements of this subparagraph, statewide, standardized ELA and mathematics assessments in grades 3 through 6 must be delivered only in a paper-based format, beginning with the 2017-2018 school year, and all such assessments must be paper-based no later than the 2018-2019 school year.~~

~~2. The Department of Education shall publish minimum and recommended technology requirements that include specifications for hardware, software, networking, security, and broadband capacity to facilitate school district compliance with the requirements of this section.~~

(g) Contracts for assessments.—

~~1.~~ The commissioner shall provide for the assessments to

576 be developed or obtained, as appropriate, through contracts and  
577 project agreements with private vendors, public vendors, public  
578 agencies, postsecondary educational institutions, or school  
579 districts. The commissioner may enter into contracts for the  
580 continued administration of the assessments authorized and  
581 funded by the Legislature. Contracts may be initiated in 1  
582 fiscal year and continue into the next fiscal year and may be  
583 paid from the appropriations of either or both fiscal years. The  
584 commissioner may negotiate for the sale or lease of tests,  
585 scoring protocols, test scoring services, and related materials  
586 developed pursuant to law.

587 ~~2. A student's performance results on statewide,~~  
588 ~~standardized assessments, EOC assessments, and Florida~~  
589 ~~Alternative Assessments administered pursuant to this subsection~~  
590 ~~must be provided to the student's teachers and parents by the~~  
591 ~~end of the school year, unless the commissioner determines that~~  
592 ~~extenuating circumstances exist and reports the extenuating~~  
593 ~~circumstances to the State Board of Education. This subparagraph~~  
594 ~~does not apply to existing contracts for such assessments, but~~  
595 ~~shall apply to new contracts and any renewal of existing~~  
596 ~~contracts for such assessments.~~

597 ~~3. If liquidated damages are applicable, the department~~  
598 ~~shall collect liquidated damages that are due in response to the~~  
599 ~~administration of the spring 2015 computer-based assessments of~~  
600 ~~the department's Florida Standards Assessment contract with~~



~~American Institutes for Research, and expend the funds to  
reimburse parties that incurred damages.~~

(h) Assessment flexibility.—

The Department of Education shall seek an approval from the  
United States Secretary of Education for a waiver from the  
testing requirements prescribed under federal law for high  
school mathematics. If the department receives such a waiver,  
the Commissioner may discontinue the geometry end-of-course  
examination.

(6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
STANDARDS.—

~~(a)~~ Measurement of student performance is the  
responsibility of school districts except in those subjects and  
grade levels measured under the statewide, standardized  
assessment program described in this section. When available,  
instructional personnel must be provided with information on  
student achievement of standards and benchmarks in order to  
improve instruction.

~~(b) The Commissioner of Education shall assist and support  
districts in measuring student performance on the state  
standards by maintaining a statewide item bank, facilitating the  
sharing of developed tests or test items among school districts,  
and providing technical assistance in best assessment practices.  
The commissioner may discontinue the item bank if he or she  
determines that district participation is insufficient for its~~

626 ~~sustainability.~~

627 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

628 (b) By January of each year, ~~beginning in 2018,~~ the  
629 commissioner shall publish on the department's website a uniform  
630 calendar that includes the assessment and reporting schedules  
631 for, at a minimum, the next 2 school years. The uniform calendar  
632 must be provided to school districts in an electronic format  
633 that allows each school district and public school to populate  
634 the calendar with, at minimum, the following information for  
635 reporting the district assessment schedules under paragraph (d):

636 1. Whether the assessment is a district-required  
637 assessment or a state-required assessment.

638 2. The specific date or dates that each assessment will be  
639 administered.

640 3. The time allotted to administer each assessment.

641 4. Whether the assessment is a computer-based assessment  
642 or a paper-based assessment.

643 5. The grade level or subject area associated with the  
644 assessment.

645 6. The date that the assessment results are expected to be  
646 available to teachers and parents.

647 7. The type of assessment, the purpose of the assessment,  
648 and the use of the assessment results.

649 8. A glossary of assessment terminology.

650 9. Estimates of average time for administering state-

required and district-required assessments, by grade level.

(c) ~~Beginning with the 2018-2019 school year,~~ The spring administration of the statewide, standardized assessments in paragraphs (3)(a) and (b), excluding assessment retakes, must be in accordance with the following schedule:

1. The grade 3 statewide, standardized ELA assessment and the writing portion of the statewide, standardized ELA assessment ~~for grades 4 through 10~~ must be administered no earlier than April 1 each year within an assessment window not to exceed 2 weeks.

2. With the exception of assessments identified in subparagraph 1., any statewide, standardized assessment that is delivered in a paper-based format must be administered no earlier than May 1 each year within an assessment window not to exceed 2 weeks.

3. With the exception of assessments identified in subparagraphs 1. and 2., any statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year.

~~Each school district shall administer the assessments identified under subparagraphs 2. and 3. no earlier than 4 weeks before the last day of school for the district.~~

(h) The results of statewide, standardized ELA, and mathematics, science, and social studies assessments, including

676 assessment retakes, shall be reported in an easy-to-read and  
677 understandable format and delivered in time to provide useful,  
678 actionable information to students, parents, and each student's  
679 current teacher of record and teacher of record for the  
680 subsequent school year; however, in any case, the district shall  
681 provide the results pursuant to this paragraph within 1 week  
682 after receiving the results from the department. A report of  
683 student assessment results must, at a minimum, contain:

684 1. A clear explanation of the student's performance on the  
685 applicable statewide, standardized assessments.

686 2. Information identifying the student's areas of strength  
687 and areas in need of improvement.

688 3. Specific actions that may be taken, and the available  
689 resources that may be used, by the student's parent to assist  
690 his or her child based on the student's areas of strength and  
691 areas in need of improvement.

692 4. Longitudinal information, if available, on the  
693 student's progress in each subject area based on previous  
694 statewide, standardized assessment data.

695 5. Comparative information showing the student's score  
696 compared to other students in the school district, in the state,  
697 or, if available, in other states.

698 6. Predictive information, if available, showing the  
699 linkage between the scores attained by the student on the  
700 statewide, standardized assessments and the scores he or she may

701 potentially attain on nationally recognized college entrance  
702 examinations.

703       (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in  
704 the statewide assessment program, in any procurement for the  
705 statewide, standardized assessments in ELA, ~~assessment in grades~~  
706 ~~3 through 10 and the mathematics,~~ science and social studies  
707 ~~assessment in grades 3 through 8,~~ the Department of Education  
708 shall solicit cost proposals for publication of the state  
709 assessments on its website in accordance with this subsection.

710       (a) The department shall publish each assessment  
711 administered under paragraph (3)(a) and subparagraph (3)(b)1.,  
712 excluding assessment retakes, at least once on a triennial basis  
713 pursuant to a schedule determined by the Commissioner of  
714 Education. Each assessment, when published, must have been  
715 administered during the most recent school year and be in a  
716 format that facilitates the sharing of assessment items.

717       (b) The initial publication of assessments must occur no  
718 later than June 30, 2024~~2021~~, subject to appropriation, and must  
719 include, at a minimum, the grade 3 ELA and mathematics  
720 assessments, the grade 10 ELA assessment, and the Algebra I EOC  
721 assessment.

722       (b) (e) The department must provide materials on its  
723 website to help the public interpret assessment information  
724 published pursuant to this subsection.

725       (9) CONCORDANT SCORES.—The Commissioner of Education must

726 identify scores on the SAT and ACT that if achieved satisfy the  
727 graduation requirement that a student pass the ~~grade 10~~  
728 ~~statewide, standardized Reading assessment or, upon~~  
729 ~~implementation, the~~ grade 10 ELA assessment. The commissioner  
730 may identify concordant scores on assessments other than the SAT  
731 and ACT. If the content or scoring procedures change for the  
732 ~~grade 10 Reading assessment or, upon implementation, the~~ grade  
733 10 ELA assessment, new concordant scores must be determined. If  
734 new concordant scores are not timely adopted, the last-adopted  
735 concordant scores remain in effect until such time as new scores  
736 are adopted. The state board shall adopt concordant scores in  
737 rule.

738 Section 11. Paragraph (a) of subsection (2) of section  
739 1008.25, Florida Statutes, is amended to read:

740 1008.25 Public school student progression; student  
741 support; reporting requirements.—

742 (2) STUDENT PROGRESSION PLAN.—Each district school board  
743 shall establish a comprehensive plan for student progression  
744 which must provide for a student's progression from one grade to  
745 another based on the student's mastery of the standards in s.  
746 1003.41, specifically English Language Arts, mathematics,  
747 science, and social studies standards. The plan must:

748 (a) Include criteria that emphasize student reading  
749 proficiency in kindergarten through grade 3 and provide targeted  
750 instructional support for students with identified deficiencies

751 in English Language Arts, mathematics, science, and social  
752 studies. High schools shall use all available assessment  
753 results, ~~including the results of statewide, standardized~~  
754 ~~English Language Arts assessments and end-of-course assessments~~  
755 ~~for Algebra I and Geometry,~~ to advise students of any identified  
756 deficiencies and to provide appropriate postsecondary  
757 preparatory instruction before high school graduation. The  
758 results of evaluations used to monitor a student's progress in  
759 grades K-12 must be provided to the student's teacher in a  
760 timely manner and as otherwise required by law. Thereafter,  
761 evaluation results must be provided to the student's parent in a  
762 timely manner. When available, instructional personnel must be  
763 provided with information on student achievement of standards  
764 and benchmarks in order to improve instruction.

765 Section 12. Subsection (1), paragraphs (a) and (b) of  
766 subsection (3), and subsection (4) of section 1008.33, Florida  
767 Statutes, are amended, and paragraph (d) is added to subsection  
768 (2) of that section, to read:

769 1008.33 Authority to enforce public school improvement.—

770 (1) The State Board of Education shall comply with the  
771 federal Elementary and Secondary Education Act (ESEA), 20 U.S.C.  
772 ss. 6301 et seq., its implementing regulations, and the ESEA  
773 plan flexibility waiver approved for Florida by the United  
774 States Secretary of Education. The state board may adopt rules  
775 to maintain compliance with the ESEA and the ESEA plan

776 ~~flexibility waiver.~~

777       (3) (a) The academic performance of all students has a  
778 significant effect on the state school system. Pursuant to Art.  
779 IX of the State Constitution, which prescribes the duty of the  
780 State Board of Education to supervise Florida's public school  
781 system, the state board shall equitably enforce the  
782 accountability requirements of the state school system and may  
783 impose state requirements on school districts in order to  
784 improve the academic performance of all districts, schools, and  
785 students based upon the provisions of the Florida K-20 Education  
786 Code, chapters 1000-1013; the federal ESEA and its implementing  
787 regulations; and the ESEA plan ~~flexibility waiver~~ approved for  
788 Florida by the United States Secretary of Education.

789       (b) The Department of Education shall annually identify  
790 each public school in need of intervention and support to  
791 improve student academic performance. A deficient and failing  
792 school is a school ~~All schools~~ earning a grade of "D" or "F"  
793 pursuant to s. 1008.34 ~~are schools~~ in need of intervention and  
794 support.

795       (4) (a) The state board shall apply intensive intervention  
796 and support strategies tailored to the needs of schools earning  
797 a grade ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F." In the  
798 first full school year after a school initially earns a grade  
799 ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F," the school  
800 district must immediately implement intervention and support



801 strategies prescribed in rule under paragraph (3)(c) and, by  
802 September 1, provide the department with the memorandum of  
803 understanding negotiated pursuant to s. 1001.42(21) and, by  
804 October 1, a district-managed turnaround plan for approval by  
805 the state board. The district-managed turnaround plan may  
806 include a proposal for the district to implement an extended  
807 school day, a summer program, or a combination of an extended  
808 school day and a summer program. Upon approval by the state  
809 board, the school district must implement the plan for the  
810 remainder of the school year and continue the plan for 1 full  
811 school year. The state board may allow a school an additional  
812 year of implementation before the school must implement a  
813 turnaround option required under paragraph (b) if it determines  
814 that the school is likely to improve to a grade of "C" or higher  
815 after the first full school year of implementation, and will  
816 sustain the improvement beyond the next school year.

817 (b) Unless an additional year of implementation is  
818 provided pursuant to paragraph (a), a school that completes a  
819 district-managed turnaround plan cycle and does not improve to  
820 at least a grade of ~~earns three consecutive grades below a "C"~~  
821 or higher must implement one of the following:

822 1. Upon the recommendation of the Commissioner of  
823 Education, the state board may allow the school district close  
824 the school and reassign students to another school with a school  
825 grade of "C" or higher, provide additional services to

826 reassigned students that are designed to address deficiencies  
827 and improve performance, and monitor the progress of each  
828 reassigned student for 3 school years;

829 2. Repurpose ~~Close the school and reopen~~ the school as one  
830 or more charter schools, each with a governing board that has a  
831 demonstrated record of effectiveness; or

832 3. Enter into a performance contract with an external  
833 operator ~~outside entity~~ that has a demonstrated record of  
834 effectiveness to operate the school. The contract must allow  
835 unilateral cancellation by the school district upon revocation  
836 of the turnaround plan pursuant paragraph (4) (f). An external  
837 operator ~~outside entity~~ may include a provider authorized by the  
838 State University System or Florida College System or a district-  
839 managed charter school in which all instructional personnel are  
840 not employees of the school district, but are employees of an  
841 independent governing board composed of members who did not  
842 participate in the review or approval of the charter.

843 (c) During the implementation of a turnaround option, the  
844 district may request a new turnaround option. Implementation of  
845 the turnaround option is no longer required if the school  
846 improves to a grade of "C" or higher.

847 (d) If a school ~~earning two consecutive grades of "D" or a~~  
848 ~~grade of "F"~~ does not improve to a grade of "C" or higher after  
849 2 school years of implementing the turnaround option selected by  
850 the school district under paragraph (b), the school district

851 must implement another turnaround option. Implementation of the  
852 turnaround option must begin the school year following the  
853 implementation period of the existing turnaround option, unless  
854 the state board determines that the school is likely to improve  
855 to a grade of "C" or higher if additional time is provided to  
856 implement the existing turnaround option.

857 (e) If a school earns a grade of "D" or "F" within 4 years  
858 after improving to a grade of "C" or higher, the school may only  
859 select a turnaround option under paragraph (b).

860 (f) The state board may revoke a turnaround plan if a  
861 school district fails to follow the terms and conditions of its  
862 approved plan. Before revoking a turnaround plan, the state  
863 board shall consider any curative action taken or proposed by  
864 the school district and the feasibility to improve performance  
865 under the plan during the remainder of the approval period. Upon  
866 revocation of a turnaround plan, a school district must submit a  
867 new turnaround plan or select a new turnaround option.

868 Section 13. Paragraphs (a) and (b) of subsection (1) and  
869 paragraph (b) of subsection (3) of section 1008.34, Florida  
870 Statutes, are amended to read:

871 1008.34 School grading system; school report cards;  
872 district grade.—

873 (1) DEFINITIONS.—For purposes of the statewide,  
874 standardized assessment program and school grading system, the  
875 following terms are defined:

(a) "Achievement level," "student achievement," or "achievement" describes the level of content mastery a student has acquired in a particular subject as measured by a statewide, standardized assessment administered pursuant to s. 1008.22(3)(a) and (b). There are five achievement levels. Level 1 is the lowest achievement level, level 5 is the highest achievement level, and level 3 indicates satisfactory performance. A student passes an assessment if the student achieves a level 3, level 4, or level 5. For purposes of the Florida Alternate Assessment administered pursuant to s. 1008.22(3)(h) ~~s. 1008.22(3)(c)~~, the state board shall provide, in rule, the number of achievement levels and identify the achievement levels that are considered passing. Beginning with the 2020-2021 school year and for the purposes of the SAT and ACT administered pursuant to s. 1008.22(3)(c), the State Board of Education shall provide, in rule, passing scores for purposes of calculating school grades under this section.

(b) "Learning Gains," ~~"annual learning gains,"~~ or "student learning gains" means the degree of student learning growth occurring over time ~~from one school year to the next~~ as required by state board rule for purposes of calculating school grades under this section.

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. ~~Beginning with the 2014-2015 school year,~~ a school's grade shall be based on the following components, each worth 100

901 points:

902 a. The percentage of eligible students passing statewide,  
903 standardized assessments in English Language Arts under s.  
904 1008.22(3). Beginning with the 2022-2023 school year, the  
905 percentage of eligible students passing the relevant portions of  
906 the SAT or ACT under s. 1008.22(3)(c).

907 b. The percentage of eligible students passing statewide,  
908 standardized assessments in mathematics under s. 1008.22(3).  
909 Beginning in the 2022-2023 school year, the percentage of  
910 eligible students passing the relevant portions of the SAT or  
911 ACT under s. 1008.22(3)(c).

912 c. The percentage of eligible students passing statewide,  
913 standardized assessments in science under s. 1008.22(3).

914 d. The percentage of eligible students passing statewide,  
915 standardized assessments in social studies under s. 1008.22(3).

916 e. The percentage of eligible students who make Learning  
917 Gains in English Language Arts as measured by statewide,  
918 standardized assessments administered under s. 1008.22(3).

919 f. The percentage of eligible students who make Learning  
920 Gains in mathematics as measured by statewide, standardized  
921 assessments administered under s. 1008.22(3).

922 g. The percentage of eligible students in the lowest 25  
923 percent in English Language Arts, as identified by prior year  
924 performance on statewide, standardized assessments, who make  
925 Learning Gains as measured by statewide, standardized English

926 Language Arts assessments administered under s. 1008.22(3).

927       h. The percentage of eligible students in the lowest 25  
928 percent in mathematics, as identified by prior year performance  
929 on statewide, standardized assessments, who make Learning Gains  
930 as measured by statewide, standardized Mathematics assessments  
931 administered under s. 1008.22(3).

932       i. For schools comprised of middle grades 6 through 8 or  
933 grades 7 and 8, the percentage of eligible students passing high  
934 school level statewide, standardized end-of-course assessments  
935 or attaining national industry certifications identified in the  
936 CAPE Industry Certification Funding List pursuant to rules  
937 adopted by the State Board of Education.

938  
939 In calculating Learning Gains for the components listed in sub-  
940 subparagraphs e.-h., the State Board of Education shall require  
941 that learning growth toward achievement levels 3, 4, and 5 is  
942 demonstrated by students who scored below each of those levels  
943 in the prior year. In calculating the components in sub-  
944 subparagraphs a.-d., the state board shall include the  
945 performance of English language learners only if they have been  
946 enrolled in a school in the United States for more than 2 years.

947       2. For a school comprised of grades 9, 10, 11, and 12, or  
948 grades 10, 11, and 12, the school's grade shall also be based on  
949 the following components, each worth 100 points:

950       a. The 4-year high school graduation rate of the school as

defined by state board rule.

b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, or Advanced International Certificate of Education examinations; or who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board.

Section 14. Subsection (2) of section 1008.3415, Florida Statutes, is amended to read:

1008.3415 School grade or school improvement rating for exceptional student education centers.—

(2) Notwithstanding s. 1008.34, the achievement levels and Learning Gains of a student with a disability who attends an exceptional student education center and has not been enrolled in or attended a public school other than an exceptional student education center for grades K-12 within the school district shall not be included in the calculation of the home school's grade if the student is identified as an emergent student on the alternate assessment described in s. 1008.22(3)(d) ~~or~~ 1008.22(3)(e).

Section 15. Subsection (21) of section 1011.62, Florida Statutes, is amended to read:

1011.62 Funds for operation of schools.—If the annual

allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—

The turnaround school supplemental services allocation is created to provide district-managed turnaround schools, as identified in s. 1008.33(4)(a), schools implementing a charter school under s. 1008.33(4)(c)2., schools implementing an external operator turnaround option under s. 1008.33(4)(c)3. ~~that earn three consecutive grades below a "C," as identified in s. 1008.33(4)(b)3.,~~ and schools that have improved to a "C" or higher and are no longer in turnaround status, as identified in s. 1008.33(4)(c), with funds to offer services designed to improve the overall academic and community welfare of the schools' students and their families.

(a)1. Services funded by the allocation may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.



1001           2. A school district may enter into a formal agreement  
1002 with a nonprofit organization that has tax-exempt status under  
1003 s. 501(c)(3) of the Internal Revenue Code to implement an  
1004 integrated student support service model that provides students  
1005 and families with access to wrap-around services, including, but  
1006 not limited to, health services, after-school programs, drug  
1007 prevention programs, college and career readiness programs, and  
1008 food and clothing banks.

1009           (b) Before distribution of the allocation, the school  
1010 district shall develop and submit a plan for implementation to  
1011 its school board for approval no later than August 1 of each  
1012 fiscal year and submit its approved plan to the commissioner by  
1013 September 1 of each fiscal year for final approval by the  
1014 department.

1015           (c) At a minimum, the plan required under paragraph (b)  
1016 must:

1017           1. Establish at least one contract with a charter school  
1018 or an external operator to provide services;

1019           ~~2.1.~~ Establish comprehensive support services that develop  
1020 family and community partnerships;

1021           ~~3.2.~~ Establish clearly defined and measurable high  
1022 academic and character standards;

1023           ~~4.3.~~ Increase parental involvement and engagement in the  
1024 child's education;

1025           ~~5.4.~~ Describe how instructional personnel will be

1026 identified, recruited, retained, and rewarded using results from  
1027 the commissioner-approved formulas to measure student learning  
1028 growth pursuant to s. 1012.34(7)(a) and, for instructional  
1029 personnel with teaching assignments that do not include courses  
1030 associated with the commissioner-approved formulas to measure  
1031 student learning growth pursuant to s. 1012.34(7)(a), using fair  
1032 and reliable alternative measures of student learning growth or  
1033 achievement, as appropriate;

1034 ~~6.5.~~ Provide professional development that focuses on  
1035 academic rigor, direct instruction, and creating high academic  
1036 and character standards;

1037 ~~7.6.~~ Provide focused instruction to improve student  
1038 academic proficiency, which may include additional instruction  
1039 time beyond the normal school day or school year; and

1040 ~~8.7.~~ Include a strategy for continuing to provide services  
1041 after the school is no longer in turnaround status by virtue of  
1042 achieving a grade of "C" or higher.

1043 ~~(d) Each school district shall submit its approved plans~~  
1044 ~~to the commissioner by September 1 of each fiscal year.~~

1045 (e) Subject to legislative appropriation, each school  
1046 district's allocation must be based on the unweighted FTE  
1047 student enrollment at the eligible schools and a per-FTE funding  
1048 amount of \$500 or as provided in the General Appropriations Act.  
1049 The supplement provided in the General Appropriations Act shall  
1050 be based on the most recent school grades and shall serve as a

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proxy for the official calculation. Once school grades are available for the school year immediately preceding the fiscal year coinciding with the appropriation, the supplement shall be recalculated for the official participating schools as part of the subsequent FEFP calculation. The commissioner may prepare a preliminary calculation so that districts may proceed with timely planning and use of the funds. If the calculated funds for the statewide allocation exceed the funds appropriated, the allocation of funds to each school district must be prorated based on each school district's share of the total unweighted FTE student enrollment for the eligible schools.

(f) Subject to legislative appropriation, each school shall remain eligible for the allocation for a maximum of 4 continuous fiscal years while implementing a turnaround option pursuant to s. 1008.33(4). In addition, a school that improves to a grade of "C" or higher shall remain eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status by demonstrating the sustainability of the improvement for each year that funds are provided.

Section 16. This act shall take effect July 1, 2020.